

The Church School Teacher

Volume XVIII

DECEMBER 1949

Number 10

PACIFIC LUTHERAN
THEOLOGICAL SEMINARY
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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOL. XVIII No. 10

DECEMBER 1949

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Published monthly except during July and August by the Augustana Book Concern under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, 85 cents each. Single subscriptions, \$1.00. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island, Ill. Entered as second-class matter December 24, 1931, at the post office at Rock Island, Ill., under act of March 3, 1879. Printed in U. S. A.

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The Christmas Gospel According to Luke

IN THOSE DAYS a decree went out from Caesar Augustus that all the world should be enrolled. This was the first enrollment, when Quirinius was governor of Syria. And all went to be enrolled, each to his own city. And Joseph also went up from Galilee, from the city of Nazareth, to Judea, to the city of David, which is called Bethlehem, because he was of the house and lineage of David, to be enrolled with Mary, his betrothed, who was with child. And while they were there, the time came for her to be delivered. And she gave birth to her first-born son and wrapped him in swaddling clothes, and laid him in a manger, because there was no place for them in the inn.

And in that region there were shepherds out in the field, keeping watch over their flock by night. And an angel of the Lord appeared to them, and the glory of the Lord shone around them, and they were filled with fear. And the angel said to them, "Be not afraid; for behold, I bring you good news of a great joy which will come to all the people; for to you is born this day in the city of David a Savior, who is Christ the Lord. And this will be a sign for you: you will find a babe wrapped in swaddling cloths and lying in a manger." And suddenly there was with the angel a multitude of the heavenly host praising God and saying,

"Glory to God in the highest

and on earth peace among men with whom he is pleased!"

When the angels went away from them into heaven, the shepherds said to one another, "Let us go over to Bethlehem and see this thing that has happened, which the Lord has made known to us." And they went with haste, and found Mary and Joseph, and the babe lying in the manger. And when they saw it they made known the saying which had been told them concerning this child; and all who heard it wondered at what the shepherd told them. But Mary kept all these things, pondering them in her heart. And the shepherds returned, glorifying and praising God for all they had heard and seen, as it had been told them.

Luke 2. 1-20.

(Revised Standard Version.)

It Happened at Bethlehem

A Bible Study on the Christmas Gospel
According to Luke

By THE EDITOR

IT HAPPENED at Bethlehem.

God answered man's deepest desire. He tore aside the veil which concealed the Invisible. He showed man that He is not a cold, impersonal Principle. He is a Person. He is like Jesus.

It happened at Bethlehem. It happened at Portland, at Kansas City, at New York. It happened in whatever town, hamlet, or farm we lived when we first saw "this thing that has happened, which the Lord has made known unto us," the birthday of the Christ.

But what about this year's *happy return of the day*? Will the original meaning of the day keep its zest? It happened in Bethlehem. Will it happen for us this Christmas in a real, warm, vital way? Or will it be a passive repetition of an age-old *story*? "Restore unto me the joy of thy salvation" is the Psalmist's prayer. With that prayer ours, let us associate ourselves with the shepherds, and relive this *happening* at Bethlehem.

What happened?

A Preparation Was Made

A preparation was made. It was made by God, of course. It happened at Bethlehem. But it did not *just happen*. Jesus did not come as a sudden whim of God. Nor was He a desperate remedy when the world got out of hand. The angel said to the shepherd: "For to you is born this day . . . a Savior, who is Christ the Lord." (R. S. V.) That expression *Christ the Lord* indicates it is the fulfillment of God's eternal plan, this birth of Christ. You can get the *eternal plan view* of it by reading such passages as Isaiah 7. 13-14; 49. 1; Micah 5. 2; Malachi 3. 1-2; Isaiah 40. 3; and others. And you can see the momentum of that plan gaining last-minute speed in the first six verses of Luke 2. It has come to the actual last minutes before completion. The mother is *Mary*. The Son is *Jesus*. The final trip to Bethlehem has been *completed*. The *Eternal* is breaking into the fullness of *Time*.

That preparation carries through to 1949. It was made so that

Christmas can break through to our hearts this year. That is part of the divine plan, too, for it prepares men's hearts. The shepherds had been prepared, or they would not have understood the words, "Christ the Lord." God had given them the knowledge of the coming Messiah and a longing for Him. He has prepared us that way, too.

And notice that the preparation did not isolate the shepherds from their work. They were at their jobs when the announcement came. All occupations are hallowed if they are in keeping with Christ's spirit.

A Verification Was Made

A verification was made. See in verses 15 and 16 the speed with which things are *happening*. "Let us go over to Bethlehem and see this thing that has happened, which the Lord has made known to us." (R. S. V.) There is anticipation and decision in that statement. "And they went with haste." Action has immediately followed decision. They did not wait until they were on their deathbeds. They lost no time in getting to Bethlehem.

The gospel is no funeral sermon only. Its purpose is more than a preparation for death. It is a preparation for life. We can not wait

until death to go to Bethlehem. We must go now, and *with haste*. Life is awasting without the Saviour. But the Saviour is born. He lives. Immanuel. God is with us, now. The joy of salvation is here. It is for us, the living. It is for living.

The shepherds verified the angels' statement. They found the babe lying in the manger. He is there for us, too, and greater than the shepherds' experience can be ours. For as *we* look on this little Child we see the shadow of His Gethsemane and His cross. Let him enter, therefore, our every struggle, every sorrow, every joy, every failure, every success. Then we have found Him, too, and the joy of salvation has been restored to us.

An Application Was Made

An application was made. It is deadly if we do not translate what happened at Bethlehem into the central areas of our lives. For God reaches down to us in Jesus. He discloses Himself at the very center of life. Mary and Joseph were at Bethlehem on government business. The shepherds were there to find the sign of peace. But all feel the holy touch upon their lives, and they are brought to their knees in worship.

"And when they saw it they

made known the saying which had been told them concerning this child. . . . Mary kept all these things, pondering them in her heart. And the shepherds returned, glorifying and praising God for all they had heard and seen, as it had been told them." (R. S. V.)

It is the application of what is experienced at Bethlehem which brings the final joy. We need to *ponder* it and let it get down to the center of things in us. We need to tell it, in actual words. We need to bubble over with the joy of it.

We need to return to our jobs and homes like the shepherds, and let everything we think, do, and say be completely dominated by Christmas.

We can well do a lifetime of pondering about how to apply this thing which happened at Bethlehem, a lifetime of making it known, and a lifetime of glorifying and praising God. What a lifetime stretches before us, church-school workers!

It happened at Bethlehem. Father, let it happen every day to us!

Nearly 6,000 gallons of cod liver oil valued at \$15,000, sent to Japan by Lutheran World Relief early this year, was used in a campaign for the prevention of rickets in small children, according to word received from Dr. G. E. Bott, representative in Japan.

"Reports that we have received have indicated that it has been most helpful to a very large number of small children," Dr. Bott said, "and you may be assured that those who so generously contributed to make the shipment possible have saved the lives of some children and have made it possible for many thousands of others to develop into healthy normal youngsters."

Dr. Bott stressed that there is still a serious lack of milk, fats and protein food in Japan, and that "if for any reason the supplies needed to continue the program should cease to come many of the gains already made would be lost."

"What has been done has been very deeply appreciated by the whole nation," he said, "and we are counting on the continued support of organizations such as yours to make it possible to continue the good work."

Christmas Trees of Other Lands and Their Decorations

By M. LOUISE C. HASTINGS

Milton, Mass.

ONE sometimes wonders if all countries decorate the Christmas tree as we do with electric lights and gay ornaments of every color, and if their customs around the tree are like those in our homes. All countries do not have a tree, but it is interesting to study the ones that do.

A good many countries across the water have been restored since the war, and they have resumed their family traditions at Christmastide. Those countries that have not regained their freedom as hoped for, or which have since lost it, and whose people have had to find new places to live, will always continue their customs wherever they are, in so far as is possible. They will be referred to in this article as if normal conditions existed so that we may familiarize ourselves with the traditions of each country.

Finland

Let us imagine that we have a magic kaleidoscope large enough to give us pictures of a home in dif-

ferent countries where the family is enjoying the Christmas tree ritual on Christmas Eve or Christmas Day. We will start with Finland, where on Christmas Eve we find the family dressed in spotless attire for the holiday. Someone lights the candles on the tree and in time there it is, covered with scores of lights. It is trimmed with handmade toys of paper and wood, but that is not all. Gingerbread cookies are hung all over it, with gilded walnuts and many colorful trifles. By the flickering candlelight the head of the house reads the Christmas prayer and sermon, and then comes the holiday meal.

Netherlands

As we turn our kaleidoscope to Netherlands we find it is Christmas Day. Everybody has been to church and the children are enjoying their gay Christmas tree which is hung with red apples and all kinds of goodies and sweets. It is a quiet day with family gatherings. There are no Christmas gifts, for Dutch children receive

their gifts on St. Nicholas' Day, December 6. When they go to bed they place their wooden shoes in the chimney corner, and in the morning they are overflowing with gifts, candies, crisp ginger-cakes baked in traditional patterns, hard spicecakes and pastry in which the initials of each boy and girl are written before it is baked.

It is interesting to note that the trimming of the tree with ornaments and trinkets probably dates from early Roman days when it was common to hang little masks of a special god upon trees and vines to impart fertility to every side of the trees to which the wind turned the faces. Virgil refers to these dangling objects as "*oscilla*," and describes how a pine tree is laden with them.

Switzerland

As we turn to Switzerland let us keep in mind that all sections of the country do not have the same traditions. In some parts the gift bearer is believed to be the Christ child. He carries a load of toys and gifts and glittering trees that are well laden with oranges, apples, nuts, and cookies baked in many fantastic shapes. The family gathers around the tree to sing carols and listen to the Nativity story. Then presents

are distributed, and everybody makes merry until it is time for Midnight Mass.

In other parts of the country St. Nicholas, on December 6, armed with a pack of cookies, prunes and red-cheeked apples, parades through the streets, rewarding good boys and girls with his coveted gifts.

Denmark

We would find families in Denmark celebrating on Christmas Eve, for that is the greatest time of the yuletide festival which extends well into the new year. The Christmas tree is lighted with flickering wee candles as the climax of the evening's festivities, and after presents are distributed the family joins hands and sings carols around the tree.

While it has long been the custom in European homes to hang brightly-polished apples and walnuts on their Christmas trees, Denmark has something different. Jacob Riis in his book, *The Old Town*, writes that in his home they decorated with red apples, oranges and old-fashioned cornucopias made of colored paper and "made at home." He speaks, too, of the burning wax candles and the mixture of their perfume with the fragrance of the fir.

There is an old legend about the fir balsam being the special tree for Christmas. When Ansgarius preached the White Christ to the Vikings of the North, the Lord sent His three messengers, Faith, Hope and Love, to help light the first tree. Seeking one that should be as high as Hope, wide as Love, and that bore the sign of the cross on every bough, they chose the balsam fir, which best of all the trees in the forest met the requirements.

Czechoslovakia and Norway

On Christmas Eve the Czechoslovaks light the tree after the traditional supper. Beneath the tree is placed a "Bethlehem" or manger scene. The evening is spent in merrymaking and telling fortunes with apples, nuts and candies.

Turning to Austria we find it is Christmas Eve. After the supper with its customary Christmas foods, the father reads the story of the Christ child's birth, and the old and well-loved carols are sung. At last a big bell is rung, the doors are flung open, and the Christmas tree is exhibited in a blaze of lights.

In Norway, Christmas Eve begins officially at five o'clock with the ringing of the church chimes, and the father of the family we see in our kaleidoscope is beginning to read the Christmas story from the

Bible. Then the doors are thrown open and the glittering tree is seen lighted with white candles and decorated with all kinds of tempting cooky animals, gilded nuts, eggshell toys, red apples and gingerbread figures. The presents are piled beneath the tree. After these are opened, young and old join hands and sing the old Christmas carols. Then comes supper with its usual holiday foods. In some parts of Norway the custom differs slightly. For example, the decorated tree is brought into the room by two members of the family. At the top is a triangle of burning candles, the points of flame making a star.

Sweden and Germany

In Sweden we see the tree similar to other northern countries robed in its red apples, gingerbread twins and goats, but there are also chains of silver frost work and sparkling cotton snow placed on the branches. Always the largest Norway spruce or hemlock is chosen. Gifts are usually sealed with red sealing wax, and a verse of dedication is attached to each gift.

Christmas Eve in Germany shows the tree decorated with all the old ornaments that have been used on the tree since mother was a little girl, along with candles,

nuts and apples. When Queen Victoria married Prince Albert, he introduced the Christmas tree custom into England. It was from the early emigrants from Germany and England that we derived our customs of the Christmas tree in America.

There are other Christmas tree legends, all very beautiful. One of these is a Scandinavian legend of a service tree which sprang from the blood-drenched soil where two lovers had died. On certain nights of

the Christmas season, mysterious lights were seen from its branches. No wind ever seemed to blow them out. So here we have a legend dealing with our light-bedecked Christmas tree.

* * *

The author of this article hopes that families will read aloud this article each Christmas along with Christmas legends and stories and poetry, a delightful home custom of togetherness.

"The Book to Live By" is the theme of the Sixth Annual Worldwide Bible Reading Program, which is sponsored each year by the American Bible Society. The program, starting on Thanksgiving Day, November 24, will end on Christmas Day.

The high point of the program is Universal Bible Sunday which occurs this year on December 11. Dr. John Sutherland Bonnell, pastor of the Fifth Avenue Presbyterian Church, New York City, and well-known writer and lecturer, has written the brochure which is prepared especially for this service. Packets containing the brochure, an attractive poster featuring the theme, "The Book to Live By," and other appropriate material will be mailed to over 120,000 pastors early in the fall.

For the 32-day reading program, the Bible Society has prepared a list of daily Bible readings in the form of a bookmark, which fits conveniently in the Bible. Last year more than twelve million bookmarks were distributed. This year, in response to requests from industrial organizations, a bookmark in a special size, has also been prepared. These will be enclosed in salary envelopes, statements, etc.

"We feel that many people form the habit of daily Bible reading through the use of these bookmarks," declares Dr. James V. Claypool of the Bible Society, who is in charge of the Worldwide Bible Reading. "I base this statement on the fact there has been a substantial increase in the calls for lists of daily Bible readings which the Society prepares for the entire year. An advance at the rate of twenty-five percent each year since 1946 has been noted."

The Worldwide Bible Reading Program is also observed in those areas covered by the Bible Society's twelve foreign agencies. The bookmarks are printed in the languages spoken in those countries, which include Chinese, Arabic, Portuguese and Spanish.

The Los Angeles Story

By LUTHER MONELL

Los Angeles, California

THE CHURCH SCHOOL TEACHER for February will feature articles on visual aids. Readers are invited to submit helpful information which has grown out of their own use of visual aids in the church school. Questions and requests are also invited.

In some areas, Los Angeles, for example, much has been done already to get an effective program working. The following report is being published to show one possibility in a co-operative endeavor. Should other churches have similar programs we shall be very glad to get their reports.

Perhaps a special department can be set up in THE CHURCH SCHOOL TEACHER to exchange information about techniques, equipment, and audio-visual teaching materials. If there is a demand, we are ready and willing. EDITOR.

THE USE of audio-visual aids in Sunday-school teaching has been given more than usual attention in our Augustana churches in Los Angeles. This has come about through the formation of the Augustana Lutheran Audio-Visual Association. While many of our teachers have attended the interdenominational audio-visual workshops in Los Angeles, they did not receive much tangible information that they could apply directly to the *Christian Growth Series* which they were teaching. It was for the purpose of making available suggestions and evaluations, both

workable and acceptable in our Augustana churches, that this association was organized.

Organization

This association had its inception a year and a half ago when the field worker for the Board of Parish Education met with the Sunday-school teachers in Los Angeles. The discussions carried on at that time resulted in an organization being formed which co-ordinated the efforts and resources of the four Augustana churches in metropolitan Los Angeles. The organizational meeting was held in

May 1948 at the Lutheran Church of Our Redeemer. Equal representation from the four churches was had on each committee with the pastors acting as religious advisors and Mr. Udden as counselor.

Four Committees

The activities of the association are divided among four committees as follows: (1) Christian Growth Committee, (2) Library Committee, (3) Workshop Committee, and (4) Special Projects Committee.

It is the purpose of the *Christian Growth Committee* to develop audio-visual applications with specific reference to the *Christian Growth Series* of lessons. This information is published in advance of the introduction of the new quarterly. So far only the Junior and Intermediate aids have been published, and it has consisted of a list of the applicable films, filmstrips, and slides. It is intended that workshops will be held in the future, when these lists are published, to demonstrate the application of these aids to the lessons. Miss Berneice Sward is chairman of this committee.

The Library Committee has as its function the compilation of the audio-visual materials in the member churches. A pamphlet is pub-

lished which goes to all the teachers showing what material is available and the church in which it is located. The librarian at each church acts as an intermediary when materials are loaned among the churches. In the lesson development work done by the Christian Growth Committee, this library list is constantly kept in mind, and an asterisk precedes all materials on the list which are located within the association. With the library committee acting as a clearing house, there will be no duplication of purchases of new material among the churches and with the method of interchange, more value can be obtained from smaller expenditures. Miss Ella Byquist is chairman of this committee.

The Workshop Committee has as its function the organization of various workshops in the audio-visual field which will both stimulate interest and prepare the teacher. Miss Evelyn Gustafson is chairman of this committee.

The Special Projects Committee has charge of the publication of all pamphlets put out by the association, and as the name implies, this committee stands ready to undertake any special project requested of it, such as making evaluations of audio-visual equipment, etc. Mr.

Ralph Lee is chairman of this committee.

New Techniques

While it is true that the audio-visual method of teaching is not new, many new techniques of presentation have been developed which make this a fascinating field, challenging the ingenuity of the teacher. It is hoped that the ALAVA will afford opportunities to those teachers who wish to be-

come more effective in their methods of teaching.

Correspondence Invited

Correspondence is invited from those working along similar lines with the thought that much can be gained from a mutual exchange of ideas and experiences. Send your correspondence to Luther Monell, Chairman of ALAVA, 3433 West 59th Place, Los Angeles 43, Calif.

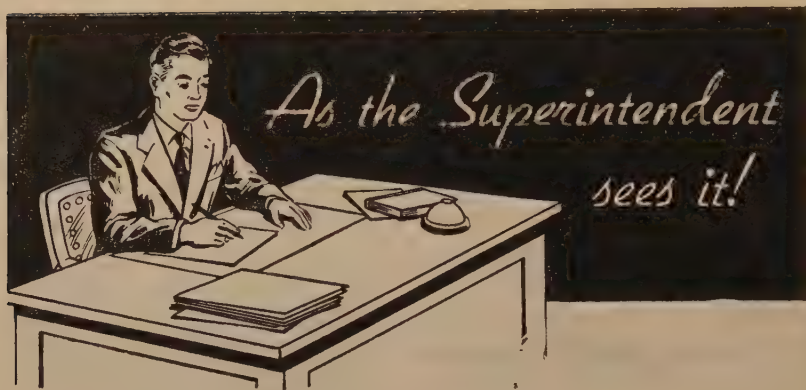
Chicago. J. Arthur Rank, Britain's Number One motion picture producer, told America's Christian education leaders here of new techniques and equipment that will revolutionize visual education.

Mr. Rank, who is also an active Methodist Sunday-school superintendent and a vice-chairman of the World Council of Christian Education, conferred here with the staff and Chicago members of the Board of Trustees of the International Council of Religious Education. They discussed the role of films in the work of Christian teaching.

He is developing a screen that can be used without darkening the room in daytime and that will allow the teacher to stand in the front of the room by the screen while operating his projector. Before putting this new equipment into mass production, Mr. Rank told how he would experiment with it in his own Sunday school on his return home.

He also told of plans for reducing the costs of a film from approximately \$88,000 to approximately \$2,000, thus bringing film prints and rentals within the price range of the average Sunday school. This technique, first applied to "sermon-films" by Mr. Rank, is now being tested for use in Sunday-school teaching films.

"Motion pictures and other visual aids are the greatest educational and evangelistic tools which the church has had in its long history," Mr. Rank declared.



Who Do We Teach?

By AMOS LUNDQUIST
Pastor, South St. Paul, Minn.

Should it be "Who" or "Whom"? Harper's, March 1949, says, "Who" is correct.

IS THAT right? "*Who* do we teach?" Should it not be, "What do we teach?" To be sure, we often speak of "What" to teach, but this time let us discuss, "*Who* do we teach?"

A Sunday-school teacher once said to us, "I have the greatest difficulty in finding enough stories so I can entertain my class." Investigation revealed that this teacher was not teaching the lesson at all. She simply read the lesson,

then ignored it, and went on to discuss everything else under the sun. She seemed to think it her job simply to occupy twenty-five minutes without reference to the real purpose of the lesson. Maybe the lesson will take on new light, interest, and fascination if we see *Who* is behind the lesson.

A Bible teacher was once preparing his lesson. Far and wide he was known as a wonderful teacher. His classes were large, some people liked him very much. But one day in his preparation he seemed to get neither head nor tail to his message. His text did not seem to lend itself to what he wanted to say. He liked a text

in which he could reveal his great talent and people could go home and say, "What a wonderful teacher that man is!"

Presently he heard someone speaking to him ever so kindly:

"I say, brother, who are you teaching?"

The Bible teacher was astonished: It seemed as though the Lord Himself was speaking to him.

Not What, but Who

"Why, Lord," the teacher replied, "I am teaching the lesson."

"I didn't ask you, 'What are you teaching?' but, 'Who are you teaching?'"

"I'm teaching good morals, good character, good citizenship."

"My friend, I repeat, I didn't ask you, 'What are you teaching?' but 'Who are you teaching?'"

For a long time the Bible teacher thought, and then, swallowing his pride, got down on his knees.

"O Lord, I admit it," he confessed. "The center of all my teaching has been myself. I have sought only to make people think of myself, to make people like me, and to say what a wonderful teacher I am. From now on, I shall relate only what Christ has done for me and for us all, and what He is willing and able to do for us, now and always."

Christ Is the Who

It is so easy for us Sunday-school teachers to teach the glory of the church, or the merits of democracy, or the grandeur of science, or how good we should be, or how hard we ought to work in order to merit the kingdom of heaven. God, forgive us! Trying to build our towers of Babel to get to heaven! While God has already prepared His Jacob's Ladder, which is Christ! In truth, reaching from heaven to earth, stands Jesus. Christ is Son of God and Son of man. Through Christ all God's best comes down and becomes ours, and through Christ all our needs arise to the Throne of God.

In His last command our Lord suggested to His disciples that they go out "teaching whatsoever I have commanded you." That is a big order, a marvelous privilege, a rare opportunity! But this takes considerable prayer, much Bible study, and some daily spiritual experience to determine just what Christ has commanded us.

At another time our Lord said, "Everyone who shall confess me before men, him will I also confess before my Father who is in heaven." Before what better group can a teacher confess Christ and testify what Christ means to him

than before the boys and girls and young people the Lord has entrusted to his spiritual care?

My Witnesses

In the last moments of His earthly life, Jesus said, "Ye shall receive power, when the Holy Spirit is come upon you: and ye shall be my witnesses." The King James Version says, "Ye shall be witnesses unto me." In other words, the disciples had the privilege of telling what they knew of Christ, what they had seen and experienced in His presence, and what Christ meant to each of them.

Consciously or subconsciously, people are saying, "We wish to see Jesus." There is something about Christ that satisfies man's deepest yearnings. Blessed are we when we can hold up Christ as the Light so that His rich and satisfying grace may shine into the hearts and lives of those sitting before us.

"Suffer the little children to come unto me," said Jesus to the disciples when mothers brought their little ones to Him. "Bring him to me," said Jesus to the father of the boy possessed with a demon. "Looking unto Jesus, the author and perfecter of our faith," suggested the author of Hebrews. Blessed are we when we bring and point our boys and girls and young

people to Christ, so that He Himself may plant in their hearts the seeds of saving faith, and also cultivate and perfect their budding trust in the personal Redeemer.

Before the disciples could teach Jesus and Him resurrected, it was discovered that they first "had been with Jesus." First in their own lives they discovered what Christ meant to them. They lived their lessons. Then they were inspired and thrilled to go out and tell others about Him.

So often we think of the Bible teacher Philip. In Acts 8 we read: "And the Spirit said unto Philip, Go near, and join thyself to this chariot. And Philip ran to him, and heard him reading Isaiah the prophet, and said, Understandest thou what thou readest? And he said, How can I, except some one shall guide me? And Philip opened his mouth, and beginning from this scripture, he preached unto him Jesus."

In the Center

To Philip the lesson in Isaiah 53, which the Ethiopian was reading, was fulfilled in the life and experiences of Christ. Apart from Christ the Bible has no meaning to the Christian. So it is with every Sunday-school lesson we may ever be called upon to teach. In

the center of all the Word of God stands Jesus. In some way or other almost every lesson comes from Christ, reveals to us the all-sufficient Christ, and invites us to accept the more abundant life in Christ. The Lord Jesus entrusts those whom He loves to those who love Him.

After Paul had quit resisting the Holy Spirit, had seen the Light, and was converted, he testified,

"For to me to live is Christ." It is Christ for you, the hope of redemption, and "Christ in you, the hope of glory." "This Jesus, whom I proclaim unto you, is the Christ." Always Paul proclaimed, "Jesus as Lord," "Christ, and him crucified," and "Jesus and the resurrection."

Lord, speak to us, and then speak through us. Fill us with Thyself, so that our boys and girls may hear and see Jesus only.

Discipline in Church Schools

By F. A. UDDEN

1. A poorly disciplined church school will not grow. The pastor and the superintendent must not neglect the problem of discipline.
2. Discipline promotes reverence. The lack of it drives out reverence.
3. Discipline is preferred by most children. Children are happiest when held in the security of intelligent discipline.
4. Discipline that makes sense is eagerly sought by children.
5. Discipline removes restlessness.
6. Discipline fosters constructive freedom.
7. Discipline will prevail where teachers share with the children in their planning for deeds of Christian living.
8. Discipline is perfected when the teacher knows how to interest the children, respects them as persons, and guides them in the selection of their goals.
9. Respect never wanes where fairness, firmness, and honesty prevail.
10. Group approval is a powerful factor in motivating conformity to its rules.
11. Behavior patterns are largely formed and shaped by the time the child has reached his third birthday. Parents and nursery teachers, therefore, have great disciplinary responsibilities.
12. A teacher who does not pray for her pupils can not properly discipline them. She has not disciplined herself.

Teachers of Beginners!

*Helps for Teaching the Christian Growth Series
Beginners I, Second Quarter*

By BIRDINE D. PETERSON
Augustana Board of Parish Education

THE CHRISTMAS season is unique in its way of motivating family worship both at home and at church. It is unfortunate, indeed, that the spiritual quality of the Christmas season so often terminates with the dismantling of the Christmas tree instead of casting a glow across the entire Christian year. It seems, therefore, that the Epiphany season is an ideal one in which to introduce study material designed to continue and foster this Christian growth. The material for Beginners I, Second Quarter, has been planned with this in mind.

There are three major areas in which the beginner child can be helped to realize the objectives in this quarter's units of work: the church school, the church and the home.

. In the Church School

In Unit A, *God's Book*, ample opportunities are provided for the teacher to help children develop appreciation and reverence for the Bible, the Book God has given us.

Give the Bible a prominent place in the Beginners Department. Whether on the worship center or in the class session, the Bible should have the place of honor. Too often the Bible is shoved aside, or other books, leaflets, etc., are placed on top of it. Sometimes the Bible is even laid on the floor. All are poor examples for the beginner child who is getting his first impression of God's Book. Rather make sure that the Bible is in a conspicuous place in the department room and in the class session, and that the children are made aware of its presence.

Handle the Bible carefully. Because one is often pressed for time during the church-school period, the teacher has a tendency to rush. She grabs the Bible and hurriedly turns its pages to find a given passage. Sometimes she even forgets where the verse is found and scrambles around to find it. All of this makes for "confusion more confounded." Do not have that hurried feeling in using the Bible.

"Take time to be holy" as you handle God's Book in the presence of beginners.

Read the Bible reverently. Too many people read the Bible in a monotonous or pseudopious tone of voice. Is it any wonder our children are averse to listening to it? Would any one of us read a bedtime story in similar fashion to our children?

After divine worship on a Sunday morning, one worshiper said, "Had it been necessary for me to leave the service after the reading of the Gospel this morning I would have felt I had truly worshiped. The pastor read the Gospel lesson with such beauty and meaning." Let us read God's Word in that same spirit every time we read it to our beginners.

Be familiar with the Bible. In Primary III, First Quarter, Teacher's Guide, Mrs. Athy states: "Children learn as much by the things which a teacher does as by the things she says. If you urge the children to read their Bibles and to have family worship at home, and then when you yourself use your Bible in class you show that you are not familiar with it, the children will notice at once that you do not practice what you preach." Be able to turn readily

to all the Bible passages you use. Then the children will feel that you yourself know and love your Bible.

Give God's Word a dominant place in your own life and living. If one tries to give the children a deeper appreciation of the Bible when he himself does not use it, he is like unto the Pharisees to whom Christ spoke indignantly, and said, "Woe unto you! . . . ye are like unto whited sepulchres, which outwardly appear beautiful, but inwardly are full of dead men's bones, and of all uncleanness." Give God's Word a dominant place in your life and living.

In Church

The aim for Unit C, *God's Children Go to Church*, can never be realized unless the children attend divine worship.

Plan for the children to attend divine worship every Sunday during the unit. Write to the parents, notifying them of your plans. When possible get the parents to have the children with them in church. When this can not be done make plans for the children to sit with you. Enlist the help of other church members to sit with children who come without their parents.

Prepare the children for divine worship. In one beginners department the superintendent prepared the children for worship with a brief informal presentation on a given attitude before going to church. Such talks might be based on the following topics: "In church (1) I am quiet, (2) I am reverent, (3) I listen, (4) I look, (5) I participate (take part)." The beginners' teacher can do much to develop lifelong attitudes of worship.

Guide the children in worship. Each week give the children something specific to think about and look for in church. For example: "Watch and see what the congregation does when the pastor reads the Bible." "Listen carefully to the pastor's sermon. See if you can remember one thing he said." "Watch the choir when they come into the choir stall. What is the first thing they do?" In this way the children will not only be developing the habit of going to church, but of participating in worship as well.

Enlist the help of your pastor. Discuss your plan of church attendance with the pastor. Ask him to choose one hymn the children will recognize. Suggest that he direct at least one remark or illustration to them one Sunday.

Plan a time in one session for the pastor to talk to the children about the service, and why we go to church. The pastor will appreciate these opportunities to aid the children in their worship life.

Attend church regularly. We dare not ask the children to do anything that we ourselves do not do. One young substitute teacher confessed, "One Sunday morning I worked instead of going to divine worship, but I went to the congregational picnic in the afternoon. One little boy said to his mother, 'Mommy, why did we have to go to church this morning before we came to the picnic? Miss Leona didn't.'" Our actions speak louder than our words. Furthermore, worship is as needful in our lives as in the lives of the children.

In the Home

How well every church-school teacher knows that the major Christian nurture takes place in the home. However, oftentimes teachers are at a loss as to how to co-ordinate the training of the home and the church.

In this quarter's material Mrs. Mabel Fenner has given invaluable suggestions on how the parents and church-school teachers can work together in accomplishing the unit aims.

Visit the home of each child. In the latter part of December visit each home, taking the leaflets with you. Give a brief resume of the quarter's work. Show the parents some of the suggestions under "How Parents May Help," and seek their co-operation in carrying them out. In turn, give the parents an opportunity of suggesting ways you can help their child as you teach these three units.

Send home a picture of Jesus. Buy small pictures of the "Head of Christ" or "Christ Blessing the Children." On the Sunday Unit B is launched, help the children paste the picture on cardboard, and paste a standard on the back. Send the picture home with a note suggesting that the parents place the picture in the room in which they have their family devotions. Further suggest that from time to time during the devotional periods they discuss Jesus, God's Son, and what He has done and is doing for us.

Send a note to the parents. Throughout the quarter, mail an occasional note or card to the parents reminding them of the suggestions in the leaflet under "How Parents May Help."

Encourage the parents to attend church with their children. Parents can do much to help accomplish

the aim for Unit C, *God's Children Go to Church*, by attending divine worship with them. Make wise use of the leaflet for Lesson 10 in helping the parents sense their responsibility in this area. If results are not forthcoming immediately, *do not give up! Try, try again!*

Enlist the services of the parents. The best incentive for children to serve Christ and His Church is to see their parents doing it. Have a parent - teacher get - together in which you carry out suggestion 4 under "How Parents May Help" in the folder for Lesson 12: "Assist in Sunday school in remodeling departments, making new equipment, and freshening up old furnishings." Mothers and fathers alike will find joy in this avenue of service. Following such an evening of hard work a cup of coffee would taste very good.

Many parents are eager to rear their children in "the fear and admonition of the Lord." Others would be willing to do so if the church would give them the proper encouragement. Let us make an honest effort to help these parents. This, too, is a part of the teacher's responsibility.

The home and the church must

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Teachers of Primary Classes!

*Helps for Teaching the Christian Growth Series
Primary III, Second Quarter*

By ELLA M. OSTEN

A. L. C. Board of Parish Education

THE LESSONS of the second quarter are divided into three units. The first unit is entitled *Jesus Grew Up*; the second unit, *Living Like Jesus in Our Neighborhood*; and the third, *God and His Son Jesus*. As you begin preparations for this quarter's work, you might write the title of each of the lessons at the top of a sheet of paper, one sheet for each lesson. It is best to have a loose-leaf notebook for your plans.

As You Plan

Notice the aims of each unit as well as the aims of each lesson. As you begin to plan your work, think of your class and write down some of the things you want to accomplish in your class. Ask yourself, "What do I want this lesson to do for my pupils?" and write down these aims or goals. You will want to keep the entire quarter's work in mind as you plan from Sunday to Sunday. As you think of ideas or find information, jot these down in your notebook.

Palm Sunday

Lesson 13 of this quarter might be used for Palm Sunday which this year falls on April 2, the first Sunday of the next quarter. Why not then plan for a review for Lesson 13? Since Lesson 3 of the next quarter does call for a review, ask that you be supplied with your Teacher's Guide and lesson material for the third quarter before the last Sunday of this quarter so you may use this review in place of the story. Usually the next quarter's material is available early enough so this can be done. Then use the Palm Sunday story for April 2, and the Easter story, which is the first lesson of the third quarter, for April 9, which is Easter Sunday.

Background Material

Your Teacher's Guide gives excellent background material for the lessons of the first unit. As you study the aims of these lessons you will see that they are planned to help the children realize that Jesus

grew as a real boy, that He was obedient and helpful in His home in Nazareth, and that He is also the Saviour sent by God the Father.

The Bible tells us very little about His boyhood. Yet from the Bible we can learn many things concerning the home life, the education, and the worship of the Jewish people. You will therefore want to study the Bible passages given as the basis for each lesson. The book, *One God, the Ways We Worship Him*, which may be secured from a public library or your church book store, will furnish some pictures and information for your use. There are also some slide sets available: PC. Jesus' Childhood; PL. Village Life; from the Church-Craft Holy Land Series. There is also Set 10. The Boy Jesus in the Temple.

Memory Verses

You might make use of some of the customs of Jesus' day to stimulate interest in learning the memory passages. For example, the memory verse for the first lesson might be typed on slips of paper, given to the pupils to roll up and take home. Suggest that each one use it as a *mezuzah* (see page 9 of the Teacher's Guide). Enlist the parents' co-operation in helping the

children to recite the memory verse during the week. Tell the children that the boy Jesus learned this memory verse, too.

Some of the older primary children may be able to print some of the memory verses on a large sheet of paper which could be rolled up as a scroll. The children will enjoy having the teacher read the memory verse from the scroll and they repeating it as Jewish boys did in Jesus' day.

Stressing Sunday Worship

Lesson 2 gives the teacher an excellent opportunity to talk about the worship in God's house on Sunday morning. Help the children to see that Sunday morning is a happy time for Christians. It is the time to which we all should look forward with joy. We should prepare for it by being rested and ready to come to God's house to praise and thank Him. A visit to the home to enlist the parents' interest and co-operation and to encourage the attendance of the entire family at the church service should be the aim of the teacher.

Unit Two

For Unit Two you will need pictures and stories of the work of the church, missionary stories, sto-

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Teachers of Juniors!

Helps for Teaching the Christian Growth Series
Junior III, Second Quarter

By IDA HUGLIN
Des Moines, Iowa

IT HAS NOT been an easy matter to decide on any kind of help for the Junior course because it is so rich in itself. So are the other courses in our *Christian Growth Series*, which I think I can honestly commend very highly.

But I shall make two suggestions, which I hope will be found helpful in some way. If in themselves they will not be practicable, perhaps they can be modified so as to become both practicable and effective.

Choral Reading

The first of these suggestions is choral reading, because there is so much material in both the Study Book and the Teacher's Guide that is very suitable for this type of reading. In the Study Book, for instance, there are thirteen Bible verse references listed for expected memorization; one Bible verse reference and titles of three hymns are listed for extra memory work; and on the last page there is the Order of Worship for Juniors.

In the Teacher's Guide, under Suggestions for Worship, other Scripture references are given, and a beautiful closing prayer. All of these materials can be nicely used for choral reading both in the classroom and on special occasions.

Purposes of Choral Reading

Choral reading differs from *reading together*, *reading in unison*, or *concert reading*, in that it is done with precision and with a thought-giving expression that has a very pleasing and inspiring effect.

And that is the main purpose, to give the thought found in worthwhile material in a pleasing and inspiring manner.

But in addition, choral reading almost automatically helps the slower and timid pupils, and even the careless ones, because learning is always more expediently and effectively accomplished when exactness and keen concentration are required.

To illustrate and emphasize the reasons I have just given for choral

reading, may I cite an instance or two which it has been my privilege to enjoy?

A Demonstration

A number of years ago I had an opportunity to visit a public school in San Francisco which only Chinese children attended. One of the upper-grade teachers graciously set aside the regular work, and asked the children to read for me.

In true Chinese tradition they read several poems in concert, so precisely and with such thought-giving expression that I continue to recall the activity with real pleasure, and I consider it an exact example of choral reading.

The pupils rose and stood in perfect order. Every child took part. Every syllable was pronounced by all at the same instant. The teacher directed, very much as she would have directed a chorus. She kept her voice low so as to prevent the children from imitating her tone and inflection.

"Horatius at the Bridge"

In a few of our Iowa schools it has been my pleasure also to hear some choral reading. One of these instances I shall always remember as unique and outstanding. A junior high school group read *Horatius at the Bridge* almost as well as

the Chinese pupils read Kipling's *If*. The teacher directed with her hand only. She did not read with the children.

I was curious about the choice of material, and the teacher explained that the poem was a favorite both of the pupils and of hers.

"The heroism has a strong appeal, even for me," she said. "And we find the thought and tempo well suited for concert reading."

The Lord's Prayer

Another instance of choral reading at its very best was relayed to me by a Lutheran pastor who had just returned from a visit to St. Olaf's College, Northfield, Minnesota. He very especially commended the chapel service, and spoke in particular of how the students prayed the Lord's Prayer.

They stood as one with heads bowed and absolutely still, he related, and prayed in such perfect unison that every syllable was distinctly heard. They were obviously aware of the thought in every group of words uttered, said the pastor, and the effect was so profound that the familiar prayer took on a new and more worshipful meaning for him.

Choral reading now constitutes a part of our high school speech

courses, but, so far as I know, it is not done outside the classroom to any extent. Perhaps in time it will be. I think it should be because I am certain that it has a real function in our educative process, both the secular and the religious.

Second Help

As the second help, I suggest Sunday evening services held in the church sanctuary by the Juniors, perhaps together with some other department. Several of these services, one each quarter if possible, should be held during the year, I think, in addition to the Christmas and Easter programs, which are not considered here because they have their own special functions.

I recommend that these services consist entirely of work done in the classrooms. All the choral material mentioned above can be used. The little plays can be used. The stories can be retold, each by a pupil who can tell a story well. Hymns learned during the quarter can be sung, some by the entire group and some by a selected group. Perhaps one of the hymns should be read so as to give those who are not musically gifted the opportunity to render it well.

The Order of Service for Jun-

iors will be a fitting beginning and the Lord's Prayer a fitting close, both given in choral manner.

Daily Accomplishments

I speak from many years of experience when I say that a program consisting of the children's daily accomplishments is more gratifying to parents and other patrons, or parishioners, than one consisting of *outside* materials, special occasions excepted such as Christmas and Easter. Parishioners like to see and hear what the Sunday-school children can do, and they should have the opportunity.

Besides, these services, as I prefer to call them, will give additional motivation to both classroom application and home assignments. And there will be more than a demonstration of accomplishments. The children, through their performance, will convey a truly spiritual message to their elders in a very beautiful and inspirational way. Of this I am sure.

And who knows but that the example may be followed? Would not the Confession, for instance, and the Creed, and the Lord's Prayer take on a surer and more significant import if the congregation could be brought to read them chorally?

Teachers of Intermediates!

Helps for Teaching the Christian Growth Series Intermediate III, Second Quarter

By THECLA A. MUELLER

THANK GOD for those men and women who have the courage to teach intermediates! Such endeavor is most certainly motivated by love for Christ and for our youth, because a class of early adolescents can be rather trying to the teacher's patience. We need ever be mindful of the peculiarities of this age, and not become alarmed over unconventional behavior nor over revolting expressions. Of course, should a spirit of irreverence or boisterousness show up it must be managed. Just these few reminders are sufficient to convince the teachers of intermediates that they need to pray a little harder and plan more carefully than teachers of other departments.

The initial step in getting acquainted with the literature for a new quarter is to read carefully the table of contents and then scan the entire book. Review the outcomes of the *Christian Growth Series* (page 4, Teacher's Guide), and study the aims as they are stated in the Teacher's Guide at the beginning of each lesson. Always

bear in mind that the underlying aim of all aims is to reveal God to our pupils: that they may know who He is, what He did for their sake, and what He wills. This quarter's topic is "God's Way for Man" according to the New Testament. The entire life of Jesus is a revelation of God, His attitude toward man, and His pattern governing our lives.

Begin Early

You have been advised repeatedly to begin your lesson planning early in the week. Do you do it? Only then will you have time enough for contemplation and for adding little personal testimonies and examples which mean so much to the class. Never mind a few sleepless hours. The writer has made some of her best lesson plans, both for the Sunday school and public school, while lying awake at night. When you have thought of something to add to your lesson material or of a new procedure to follow, jot it down in the book. The more notes there are scribbled

in the margins, the richer your lesson will be.

Clarify

When you come across new or difficult terms, underscore them. Then you will be sure to clarify them. Never take too much for granted, but make certain that the pupils know the meaning of all words. A child will not become interested or enthusiastic if he does not understand. A skillful teacher tries to acquaint himself with the concept world of each member in his class.

As to the general procedures, follow the outline given in the Teacher's Guide and Study Book. However, do not adhere too rigidly to some fixed outline. A variation here and there creates interest. Here are some suggestions:

Introduction

The approach to each lesson, as given in the Study Book, is fine. It makes an excellent transition from the scattered thoughts present in the minds of the children to the lesson for the day. Little time should be spent on this, a few questions or the story related by a pupil or even the teacher. If the lesson ties in with the one of the previous Sunday, it may be well to begin with a few review questions.

Turn to the New Testament

As a rule, follow the suggestions in the Teacher's Guide. The important thing is that this section is well done, because it is this part of the lesson which trains the pupils to use the Bible intelligently and fruitfully.

What's in the New Testament?

Make sure that every member of the class gets the gist of this part, since each lesson relates some work of Jesus that makes clear to us God's way for man.

God's Way for You

Here we come to a very important part of the lesson, the application. This is where the lesson must become personal and real to the pupil. The following are a few examples:

Lesson 1. Point out how John, in taking second place so graciously, should serve as an example for us. What is great in the eyes of the world—be it in school life, business, or society—may not be considered thus before God. True greatness comes in serving the Lord.

Lesson 6. Here is a wonderful opportunity to instruct the early adolescents in the proper manner of meeting opposition. The questions and pictures in the Study

Book will naturally lead to a discussion of examples in the everyday life of these young people. You might suggest that each one make a poster showing these six pictures with the proper wording. Such a poster displayed in the home would serve as a constant guide in meeting opposition.

Lesson 9. How essential it is to train our church membership in proportionate giving! Use the helps given in the Teacher's Guide (page 46) and add to this a comparison of the amount spent for pleasure and luxury with what is given for the work of the church. Also emphasize the proper spirit and motive for giving.

Lesson 11. This is another lesson which applies itself easily to the present life of the intermediates. Tell the class on the preceding Sunday to observe cases of unfairness during the week. Some may have experienced unfairness in their own lives. Impress upon their minds the way a Christian endures trials, so that they may be prepared to meet unfairness properly both now and in the future.

Memory Work

As has been suggested by others, a good time for memory work is during the opening period, especially where facilities permit sepa-

rate exercises for the different departments. Never let the opening or devotional period become a formal worship period nor take up too much time. The purpose of the church school is to instruct. Since not all the classes have the same memory verses, it may be best to do this part in class, following the suggestions in the Study Book. Whether it be hymns, Catechism, or Scripture passages, remember that memory depends on repetition. Therefore, provide for frequent reviews. If the matter is worth committing to memory, it is worth keeping permanently.

Can You Do This?

Most class periods do not give sufficient time to cover everything given in the lesson. If such be your case, this part makes an excellent assignment for homework. If you had rather the pupils fill in the blanks in class, then ask them to study this well at home, so that very little time will be spent on it. Encourage all pupils to fill in answers to thought questions. All children must be trained to think, learn to reflect on Bible and truths.

Having checked this work in whichever manner you deem best, make notations in a grade book. You may want to use a letter (A, B, C), a check, or just a few words

to show what each child did. In our Sunday school we are now using a report sheet, shown herewith, which is mailed to the parents each quarter, and one of the items pertains to doing assignments.

Let it be known that every member of the class is expected to do his duty. However, let your words of praise be sparing. Too much praise spoils the child, just as too much censure embitters him.

REPORT

from

ST. PAUL'S LUTHERAN SUNDAY SCHOOL

Rev. Theo. R. Streng, Pastor

O. H. Finke, Superintendent

Mrs. L. A. Seidel, Ass't. Supt.

Answer yes or no

DOES YOUR CHILD:	1st	2nd	3rd	4th
	Quar.	Quar.	Quar.	Quar.
1. Get there on time?.....	_____	_____	_____	_____
2. Participate in opening activities?	_____	_____	_____	_____
3. Behave properly?	_____	_____	_____	_____
4. Bring Bible and lesson material?	_____	_____	_____	_____
5. Listen attentively?	_____	_____	_____	_____
6. Contribute to discussions thoughtfully?	_____	_____	_____	_____
7. Reveal a Christian attitude in all phases of Sunday-school work?	_____	_____	_____	_____
8. Do memory work and other as- signments?	_____	_____	_____	_____
9. Show growth in knowledge of Bible stories, Catechism, etc.?	_____	_____	_____	_____
10. Bring an offering?	_____	_____	_____	_____
11. Remain for church services? ...	_____	_____	_____	_____
	A P	A P	A P	A P
12. Attendance Record	_____	_____	_____	_____

Signed _____

Sunday School Teacher

Do Not Rush

Never rush through your lesson for the sake of covering everything that was planned. Occasionally a

lesson will be worth two Sundays. The omitted lesson can, and should be made up. Ask the class to meet some evening to take up the re-

maining topics. Last quarter the writer covered two lessons with her class in one evening. At the close of over an hour of hard work, she put a container of homemade cookies on the table and asked the youngsters to help make some hot chocolate. There was splendid cooperation. A few Sundays ago one of the pupils asked, "Will we meet again some evening?"

Rule of Thumb

We need ever to be conscious of the fact that the teacher's word can carry conviction only if he himself has experienced true repentance and the joy of faith in the grace of God. Also, true discipleship must be reflected in his life seven days a week. We can not fool children. They quickly sense hypocrisy.

THE BOOK TO LIVE BY

The texts below have been suggested by the American Bible Society for the 1949 Worldwide Bible Reading, Thanksgiving to Christmas. Use them in your daily devotions. Universal Bible Sunday is December 11.

Thanksgiving, Nov. 24....	Psalm 23	Universal Bible Sunday, Dec. 11	
Friday	Psalm 27	2 Chronicles 7. 11-18
Saturday	Psalm 103	Monday	John 4. 1-14
Sunday, Nov. 27.....	Isaiah 35	Tuesday	Luke 10. 25-37
Monday	Romans 12	Wednesday	Matthew 25. 31-46
Tuesday	Isaiah 55	Thursday	Exodus 20. 1-17
Wednesday	1 Corinthians 13	Friday	Matthew 6. 5-15
Thursday, Dec. 1.....	John 14	Saturday	Psalm 119. 33-40
Friday	Psalm 8	Sunday, Dec. 18	John 1. 1-14
Saturday	Revelation 21. 1-7	Monday	Matthew 5. 1-12
Sunday, Dec. 4.....	2 Timothy 2	Tuesday	Isaiah 9. 2-7
Monday	Micah 6. 1-8	Wednesday	Romans 8. 12-39
Tuesday	Acts 17. 16-34	Thursday ...	1 Corinthians 15. 35-58
Wednesday	Revelation 22. 1-7	Friday	Isaiah 40
Thursday	John 3. 1-17	Saturday	Isaiah 53
Friday	1 Thessalonians 5. 12-28	Christmas, Dec. 25	Luke 2
Saturday	Mark 4. 1-20		

The helps for teachers of Seniors, written by Pastor Kenneth G. Andeen of Augustana College, will appear in the January issue.

Activities in the Field of Christian Education

By I. O. NOTHSTEIN

Lutherans Enter New Educational Field. Very quietly, but with surprising success, the school for crippled children at Jamestown, North Dakota, has come into being and rapid expansion. This school is said to be the only Protestant venture of its kind in the United States. It is owned and operated by the Lutheran Hospitals and Homes Society of America, in which is represented almost every Lutheran synod in the country.

The school is for the exclusive purpose of educating crippled children who are too handicapped to be educated in the public-school system. Children from four to sixteen of every religion and race are accepted.

In addition to the first eight grades, a kindergarten and the freshman year of high school are included in the present program. The teaching staff consists of a principal and six teachers. Because of the special attention these children need, a limit of twelve children per teacher is maintained.

Two registered nurses and two practical nurses under the direction of the school physician are in charge

of the general health of the students. The largest percentage of children at the school have cerebral palsy. Other handicaps include polio, *spina bifida*, brittle bones, Perth's disease, arthritis, and Oppenheim's disease.

For its income the school depends upon gifts and memorials from its friends. The cost per child per month is \$290. The parents are asked to help defray these costs by contributing according to their ability. Since support of the school is derived from many states, the school accepts children from anywhere in the nation. The present enrollment of students comes from eleven states and Canada.

* * *

Studying the Christian Day School. Like the United Lutheran Church, the Augustana Church now has a committee, consisting of the Board of Parish Education, which was instructed at the last synod to prepare a report covering "the parochial school situation."

* * *

One Thing Leads to Another. Before the middle of 1948 the American Lutheran Church did not have a single organized congregation in the state of Arizona. Now it has three, each already mothering a new mission in its

neighborhood. It all started because of the energy and courage of Mrs. Henry Gerdes, who had moved to Warren, Arizona, near the Mexican border, and who started a little Sunday school without the help of any missionary or the encouragement of an organized Lutheran congregation. She discovered how ripe a field Arizona is for Lutheran mission work, ninety percent of its population being unchurched, and began to call the attention of her Church body to its needs. Two other calls came to headquarters from other interested parties, and the president of the California District went to investigate. The results so far have been gratifying and surprising. One of the new congregations, only four months old and numbering sixty confirmed members, voted on Dec. 1, 1948, to become self-supporting. For the year 1949 this congregation adopted a budget of more than \$10,000, which is being raised by direct giving. All soliciting of the community or the use of church suppers or sales were ruled out from the beginning. "A source of great joy to the missionaries is the presence of Indians at their services." One congregation is starting a mission among them in Verde Valley, thirty miles away

over the mountains. The work is being done mostly by lay members.

* * *

Important Service Recognized. Every Sunday for twenty-five years, Mrs. Jennie Noreen had attended the Sunday School of Christ Church (Augustana), Maple Plain, Minn., not as a pupil but as its faithful and capable superintendent. In recognition of Mrs. Noreen's fine services her many friends and members of the congregation presented her with a purse at a reception after an evening gathering at the church. Greetings from former pastors and members were included in the program.

* * *

Progressive Vision and Energy are excellent qualities in a Sunday-school superintendent. At a recent dedication of an educational building at the Lutheran Church (Augustana) of Wausa, Nebr., the pastor, the Rev. J. S. Swenson, paid high tribute to these qualities in the superintendent of the Sunday school, Mr. Carl A. Anderson. Mr. Anderson is the man to whom special recognition was given at the large International Sunday School Convention in Des Moines in the summer of 1947, when he was the Augustana Church's superintend-

ent to receive the award for outstanding work.

Under Mr. Anderson's leadership and with the loyal co-operation of the entire congregation this church now has one of the best equipped Sunday-school plants in the Nebraska Conference. By completing its new building, it is now possible for five of the Sunday-school departments to conduct simultaneously their own opening and closing services. All classes are held in either private rooms or in areas separated by plywood screens. In the last two years modern visual-aid equipment has been purchased, including a sound motion picture projector, a slide and film-strip projector, screens and an excellent film library.

Teachers of Primary

From page 21

ries of friendship, and stories of helping one another in the neighborhood to enrich your lessons. Your Sunday-school and missionary library should have books which will furnish material of this kind. Study your church papers for interesting stories and news items to use in showing what we can do by working together. See the last pages of your Teacher's Guide for additional helps.

Making the chart or poster of the Apostles' Creed as suggested for Unit Three is a good activity which may be carried over into the next quarter. Slide sets of the Christmas and Easter stories may be used or several slides illustrating the various events in the life of Jesus may be used. When using slides you will want to plan this so that all the primary children may see them. This necessitates planning together with the other teachers or with the departments who usually meet together. Use the memory verses and the Creed in your worship services, thus giving the children opportunity to use what they have learned.

Teachers of Beginners!

From page 19

co-operate in the Christian nurture of the children if the spirit of Christmas deepens throughout the year. When can we better begin this mutual venture than in the early and formative years of the child's life? Who can better co-ordinate this co-operative plan than the church-school teacher? Beginners I, Second Quarter units offer superb opportunities for establishing fine home-church relationships. Let us take advantage of them.

1949 Christmas Programs

FOR YOUR SUNDAY SCHOOL



WE TELL THE GLAD STORY. A Christmas Service for the Church School. Prepared by Effie Sandstrom Jorgenson. This simple but interesting service is adaptable for schools of almost every size. The smaller children appear mainly in the introductory part where they also have a significant part in the opening devotional. Inviting in some stranger children who peer through the church door, hearing of their ignorance of Jesus and the meaning of Christmas, and asking them to stay and hear the school tell the story of the first Christmas, all serves to give point to the title and plan of the service. The four parts are: We Welcome the Christ Child into Our Hearts and Homes; We Join the Angel Chorus in Singing Praise to God; Like Shepherds of Old We Would Tell Others of Jesus; We Offer Our Hearts and Lives to the Christ Child. A simple manger tableau, accompanied with

song and Scripture and prayer—and incorporating the receiving of the offering at the manger—is provided as a close to the service, but may be left out if so desired.
Each, 10 cents. Dozen, \$1.00

COME AND HEAR. A Pageant for Christmas. By Alberta Peterson. Called a pageant because of its dramatic character and use of tableaux, there is no pronounced pageantry about it. It consists rather of spirited conversation or dialog, first in a street scene, and then in connection with a series of tableaux. It is an unusual and appealing presentation, with some features and bits of realism that may be unusual, but which grips the heart and gives a total impression of reverence and genuineness. Every emphasis is a legitimate Christmas emphasis. Here children of the church give a good demonstration of how the children outside the church may be won, or at least the spirit in which they can be won. This pageant may be given in the church proper. It is especially adapted for presentation by a group from the church in the church or in some other suitable auditorium.

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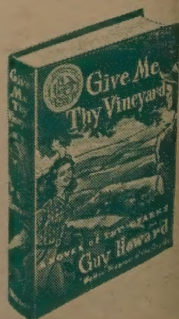
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